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ABSTRACT

In response to the growing concern over the significant underrepresentation, underpreparation, and enrollment decline of minority students, the chancellor's office of the California Community Colleges prepared this report to identify community college instructional programs designed specifically for Blacks and Hispanics. Sections 1 through 3 provide background on the report, discuss the problems of underrepresentation and underpreparation, and review the literature on nontraditional students. Section 4 presents citations to relevant ERIC documents, including descriptions of instructional approaches, college self-studies, re-entry programs, transfer programs, partnerships, English as a Second Language, bilingual/bicultural programs, ethnic studies, and career education. This section also includes brief descriptions of programs identified through a survey of the chief instructional officers of each California community college, and more detailed descriptions based on site visits to selected community colleges that offered potential model programs. Section 5 contains a summary of findings with respect to the thrust of programs in other states, ethnic studies programs, support services programs, and the characteristics of current California community college programs. This section indicates that there was one program that specifically targeted Blacks and two that targeted Hispanics. The programs for Hispanics shared the following characteristics: (1) program instructors were selected based on classroom success with students; (2) instructors believed in the Hispanic student's ability to learn; (3) instructors were able to motivate students; (4) instructors demonstrated concern for the individual student; and (5) instructors were willing to work extra hours. Finally, section 6 presents conclusions, discussing the limitations of basic skills programs and the need for instructional alternatives. A 38-source bibliography is attached. (WJT)

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Instruction for Black and Hispanic Students in the California Community Colleges

California Community Colleges

April 1988

JC 900 251

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Successful Teaching Strategies

Instruction for Black and Hispanic Students in the California Community Colleges

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1 *History of the Report*

Background

In March 1985, the Board of Governors received a special report from the Chancellor, *Preparation and Participation of Hispanic and Black Students*, which identified the growing concern over the significant underrepresentation and underpreparation of these minority students. At that same meeting, the Board also reviewed a disquieting report on current enrollments. While the overall community college enrollment loss for 1984-85 was 6 percent, that among Black and Hispanic students were considerably higher; and at eight inner-city, high-enrollment colleges, the average loss was 20 percent. These losses followed significant enrollment declines among all community college students in 1983-84 (10%), with the greatest losses concentrated among Hispanic and Black students (Cepeda and Fong).

Concern about the stabilization or fall off of minority student representation rates has been spurred by additional analytical activity at both the state and national levels. The California Postsecondary Education Commission (CPEC) has published its analysis of demographic trends to the year 2000, which projects a dramatic picture of a growing, California ethnic minority population with little improvement shown in educational attainment, if the status quo is maintained. Both the American Council on Education and the Western Interstate Commission on Higher Education, in collaboration with the College Board, have published analyses of demographic trends that display the continuing underrepresentation of Black, Hispanic, and socio-economically disadvantaged Caucasians in higher education, contrasting dramatically with the growth of Hispanic and Black populations in the Southwest (Cepeda and Fong).

Statewide Symposium

In response to these troublesome statistics and to the staff reports, the Board of Governors initiated a proposal to sponsor a statewide invitational symposium designed to study the issues at hand and develop a Board plan to address the enrollment, retention, and transfer of minority students in the community colleges. On September 10, 1985, a planning committee was convened for the purpose of establishing the goals, objectives, and framework for the symposium. This planning committee formulated an overall goal for the symposium as follows:

> To understand the factors contributing to the current low rates of participation and achievement of Blacks and Hispanics in postsecondary

> education, and be able to establish short and long-term strategies that will raise those rates to parity prior to the year 2000. Priorities will be established among that set of strategies and organized into a plan of action for consideration by the California Community Colleges Board of Governors (Cepeda and Fong).

To further focus the symposium, the target population to be addressed was specifically defined as, "all potential community college Black and Hispanic students who are in junior high and high school, are high school graduates or are non-graduates and eighteen years old or over" (Cepeda and Fong).

The report of that symposium is titled, *Equity and Excellence: A Promise to the New Majority*, October 1986. This report yielded over 80 specific recommendations, all aimed at improving the rates of enrollment, retention, and transfer of ethnic and language minority students. These recommendations were clustered into five major thematic areas: outreach, establishment of uniform and clear academic standards, serving student needs, partnerships, and institutional commitment. Although these recommendations were generated with spirited enthusiasm, they were tempered with cautious optimism. The symposium participants understood that programs and services to achieve educational equity and excellence for Blacks and Hispanics would require commitment, resources, and funding over, above, and in addition to the level of educational programs currently being provided. In addition to the specific recommendations, the participants concluded that:

- Nontraditional approaches that are culturally and linguistically appropriate must be explored for effective use in all outreach, recruitment, and retention programs;
- Instructional methodologies should be modified for use with minority students in the classrooms;
- Discretionary funds must be allocated for the formation and support of consortia and partnership arrangements with community-based organizations, the private sector, and other educational segments;
- Most importantly, policy must be directed and enforced at the highest levels to ensure implementation in the field (Cepeda and Fong).

Board of Governors Policy Statement

On July 11, 1986, the Board of Governors of the California Community Colleges issued a policy statement on the Enrollment, Retention, and Transfer of Minority Students. The following paragraphs are from that statement:

The Board of Governors further declares that, despite significant past efforts, the goal of equal educational opportunity has not been achieved for millions of poor, minority Californians. The Board is deeply dismayed at the failure of the community colleges to achieve the much higher levels of educational equality of which we are capable, and the Board is alarmed by the fact that inequality of educational opportunity has increased among persons of Black and Hispanic heritage especially. Given the State's demographic and economic trends, the Board recognizes that unless action to achieve comprehensive educational equity is taken now and is sustained in the years ahead, Californians can expect to face deepening crises of a social, economic, personal or political nature that could undermine the health and welfare of everyone.

Since the Board of Governors is committed to the achievement of educational equity and educational excellence, understanding both to be coterminous concepts, the Board hereby declares that standards of educational excellence must measure not only student progress and student outcomes, but they must also measure the ability of our institutions to bring about that progress and those outcomes. The Board believes that the entire community college family is accountable for developing and maintaining access and excellence by providing students with the necessary educational tools to achieve academic success.

Purposes of the Report

Subsequent to the Board of Governors policy statement, the Chancellor's Office sought additional information regarding instructional programs for Hispanic and Black students. This was accomplished by announcing a special request for proposals (RFPs), under the auspices of the Fund For Instructional Improvement, to conduct a study of teaching/learning strategies that have successfully addressed the needs of Black and Hispanic community college students.

This present report, *Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges* is the result of the RFP and grant which was awarded to DeAnza College. The primary purpose of this study is to identify community college instructional programs that are designed specifically for Blacks and Hispanics. The instructional methodologies for these programs must address the particular cognitive learning styles of the Black or Hispanic student and respond to those styles with appropriate teaching strategies. The second purpose is to disseminate the above information. This will be accomplished through this report, through presentations at the Fifth Annual California Community Colleges Bilingual Education, Ethnic and Language Minorities Conference in April, 1988, and through a statewide teleconference via the Community College Satellite network on May 9, 1988.

2 *Underrepresentation and Underpreparation*

The Problem of Declining Enrollments

The underrepresentation and underpreparation of Hispanic and Black students in California postsecondary institutions is a long-standing, cumulative problem. Blacks and Hispanics have never achieved parity, either in terms of enrollment or earned degrees, in California's institutions of higher education. What currently concerns college administrators and legislators is the demographics for the new millennium, which convincingly predict a white minority by the year 2010. In the meantime, ethnic, non-white groups (Hispanics, Blacks, Asians, Native Americans) continue to increase at rates several times greater than that of whites in California. It is a fallacy to assume that as ethnic, non-white populations increase, so will the enrollment rates of these groups in California institutions of higher education. For example, during the last five years, urban community colleges in California have experienced enrollment declines, especially among Blacks and Hispanics. These were growth years for both groups within California's population. For Hispanics and Blacks, there is a greater gap between parity enrollment and actual enrollment in the community colleges than existed ten years ago. The problem of underrepresentation for Blacks and Hispanics will not be solved by an increasing population. If the status quo is maintained, the problem will continue to become more acute.

The Chancellor's Office of the California Community Colleges attempted to identify the causes of declining enrollments in a staff report presented to the Board of Governors in March 1985. Two of the factors identified in the report are particularly pertinent to Hispanics and Blacks.

> Virtually all colleges surveyed about both fall and spring enrollments indicate that the new mandatory enrollment fee has had a significant impact on credit enrollments. This consequence was indicated by all those inner-city colleges that typically enroll large numbers of minority and, therefore, low-income students.
>
> The increase in noncredit enrollment is due primarily to California's changing demography. Unlike credit classes, there is no mandatory fee for students enrolled in noncredit classes. This reflects the need, particularly of Asian and Hispanic students, for instruction in basic skills, English as a second language, citizenship, and short-term vocational programs taught in the credit mode.

The relationship between enrollment and income status has always been a central variable for ethnic minorities as has been the need for certain curricula.

Responses to the Problem

Historically, Blacks and Hispanics have been underprepared for postsecondary education. In response to this problem, community colleges developed remedial courses in mathematics, reading, and English composition. The development of these programs were initiated by various players at local campuses. In some cases the curriculum was proposed by faculty from the respective disciplines involved while in many cases, the impetus came from Extended Opportunity Programs and Services (EOPS) programs. Many EOPS programs also were instrumental in the development of tutorials. As tutorials and remedial courses were developed, EOPS staff usually took into consideration the ethnicity of the students; that is, they included content and methods that were culturally relevant. Whenever possible, they hired ethnic minority instructors and tutors who understood the students' cultural values and behaviors, and who also served as role models. After demonstrated success, many campuses institutionalized the EOPS instructional programs and made them available to all students. However, the culturally relevant characteristics of the EOPS instructional components were lost when the respective colleges institutionalized tutorials and remedial instruction.

The Role of Cultural Factors

Research studies clearly demonstrate that there are cultural factors that lend themselves to the use of particular teaching strategies and which can greatly enhance the learning process for Black and Hispanic students. In addition, there are cognitive learning patterns that are culturally influenced. These are important in the learners' processing of concepts and synthesizing of content. The ideal environment which would assure academic success for Black and Hispanic students is one in which culturally related teaching strategies and cognitive patterns are integrated into the curriculum on a campuswide basis. Without comprehensive institutional action, the high drop-out rate for Blacks and Hispanics from community colleges will continue, as will the low rate of transfers to four-year colleges and universities. At the present time, the only community college to seriously contemplate such an extensive effort is Santa Barbara City College, which has recently completed a study, "Recruitment, Retention and Innovative Strategies for Culturally Diverse Minority College Students: A Review of the Literature" (Arrellano and Eggler, 1987).

Premises of the Study

The study's basic premise is that if a particular problem is to be solved, it must be addressed directly. Therefore, if California's community colleges are to resolve the problem of Black and Hispanic underrepresentation and underpreparation, which has been clearly identified for at least 20 years, then programs specifically for the recruitment and retention of Hispanics and Blacks are not only logical, but imperative. A second premise of the study is that retention is directly affected by the quality of instruction students encounter after they are recruited into the community colleges. The University of California at Berkeley has made some impressive strides in ethnic enrollments because the campus has combined recruitment and retention with instructional programs in its efforts for student affirmative action. Fall 1987 freshman students at Berkeley represented the following increases in ethnic minority enrollments: "American Indian freshman admissions increased from 0.4 percent in 1983 to 2.0 percent in 1987; Blacks, from 5.6 percent in 1983 to 12.0 percent in 1987; and Hispanics, from 6.1 percent in 1983 to 17.0 percent in 1987" (Bear Facts, Fall 1987). Berkeley's Early Outreach Program has successfully prepared ethnic minority students for admission to, and success in, the University. In a similar manner, local community college administrators and faculty must join their student services colleagues in a comprehensive effort to provide the type of instruction that will effectively prepare Black and Hispanic students to take full advantage of postsecondary educational opportunities.

3 *The Literature on Nontraditional Students*

In the early 1970s, several events took place that began to shape community colleges' response to the nontraditional student. Educators researched learning/teaching strategies that could be used to more effectively instruct nontraditional students. Respected educational trainers, Patricia Cross (1971) and John Roueche (1972), strongly supported financial aid and other support services for the new, ethnic students, in addition to various cognitive and affective methodologies. Among ethnic educators, there was an impetus for minority student access into community colleges and basic skills instruction. In addition, the Carnegie Commission on Higher Education (1970) observed that "colleges serving large numbers of these new students must devote a greater portion of their resources to their education." The stage was set for the emergence of a teaching style particularly targeted to ethnic minorities, especially Blacks and Hispanics.

Both Cross and Roueche emphasized that the traditional lecture method was not effective with most community college students who had weak basic skills. The response from educational researchers was to investigate teaching strategies that would be effective, which led to theories related to the new learner. Among these were mastery learning, Bloom; experiential learning, Bennett and Ochoa; affective motivation, Garza; cooperative learning, Kagan; and field theories, Ramirez and Castaneda. Each of these can be utilized in various ways to match the student's socio-cultural background.

Mastery Learning

Benjamin Bloom's mastery learning is now recognized as a proven, successful method with many underachievers. Bloom's theory begins with no assumptions about innate intelligence or culture. His research led him to conclude that "almost all persons (95%) can learn if provided with appropriate prior and current conditions of learning" (Bloom, 1976). Essentially, he asserted that any student population can learn if schools choose to provide the education. He is a proponent of feedback, corrective resources, and individualized help. Two of Bloom's "learning domains" might be particularly effective with Black and Hispanic students; the affective and psychomotor learning domains. Generally, instruction in schools and colleges that utilize mastery learning are established along the cognitive domain. In addition, mastery learning can take many forms, but there is no evidence that it has been adapted in such a manner as to meet the culturally related learning styles of Blacks and Hispanics.

Experiential Learning

Experiential learning strategies actively involve students in the teaching/learning process and immediately rewards success or redirects them so that they may learn from another positively designed learning situation. Experiential learning also prepares the student for more effective classroom participation within a traditional cognitive mode. According to Bennett and Ochoa:

> An experiential approach is especially effective with culturally diverse groups of students because there are no specific attitude, knowledge or skill prerequisites for the initial involvement. (Bennett and Ochoa, 1977)

Once students become involved through the process, they are confident enough to maximize their learning potential. Experiential learning builds on mutual success and interaction with others. This learning style is compatible with many students from cultures that have a strong oral-linguistic basis.

One of the usual results of experiential learning is that it is highly motivating. Because it directly involves the student, experiential learning is emotionally stimulating as well as intellectually challenging. Motivation and interest are extremely important for educational success. For ethnic minorities, it is perhaps even more important than for white students. For example, Raymond Garza determined that:

> Chicanos differ significantly from Anglos in affective learning style, showing a greater propensity to learn their liked materials. The greater Chicano sensitivity to affective meaningfulness is consistent with known and speculative cultural variations with Chicanos and Anglos. (Garza, 1978).

Motivation for Hispanics is often predicated on meaningfulness or relevance of the material to be learned. Relevance is particularly significant for students who come from families with relatively low educational attainment. These students have not been socialized to the concept that education is the means to reach a long-term goal, such as a profession. For most Hispanics a career may be a dream; but it is not a viable reality. Considering the low level of Hispanic educational achievement and the increasingly high drop-out rate, Hispanic students are more likely to have friends or relatives who found the educational experience irrelevant and, consequently, abandoned the educational system.

Cooperative Learning

Spencer Kagan found that cooperative efforts within the learning process added much relevance for Hispanic students. In his seminal, cross-cultural comparative

experiments on cooperation and competition, Kagan found that white students tended to approach tasks on a competitive basis, while Mexican-American students were more likely to adopt a cooperative approach. (Kagan and Madsen, 1972; Kagan and Zahn, 1975.)

The implications are that cooperative learning may be more effective in motivation and achievement for Hispanics, Blacks, and other ethnic minorities in the classroom. According to Carlos Cortes:

> The use of group, as contrasted to individual, motivation and rewards and the expansion of cooperative classroom activities would seem to be a particularly effective approach to meet the learning needs of Chicano students. Beyond this, the reinforcement of cooperative behavior among all students should be a contribution both to them individually and, in the long run, to our society in general. (Cortes, 1978)

During the last ten years there has been increased advocacy for cooperative learning groups among Black students.

Bicognitive Learning

Probably the most extensive and controversial model for Hispanic learning is the development of bicognitive learning through culturally democratic educational environments. Ramirez and Castaneda (1974) stated that Mexican-American students tend to have a field sensitive cognitive style, as contrasted to a field independent cognitive style. Some of the significant factors of the field sensitive cognitive style are:

- Preference for working with others to achieve a common goal, rather than working alone;
- The desire to assist others;
- Sensitivity to the feelings and opinions of others;
- Preference for openly expressed positive feelings for the teacher;
- Desire for guidance and demonstration from the teacher;
- More successful functioning when performance objectives and universal concepts within the curricula are carefully explained, rather than focusing narrowly on parts or details;
- Improved learning of concepts--including mathematical and scientific concepts--when they are presented in a personalized format; and

- Improved learning when the subject matter is related to personal interests and experiences.

In addition to defining bicognitive field sensitivity, Ramirez and Castaneda developed a means of identifying field sensitive and field independent students and teachers. Then Ramirez (1974) experimented by matching field sensitive students with field sensitive teachers and also matching field independent students and teachers. Ramirez claimed that this matching strategy resulted in significant student gains. Subsequently, they developed a procedure for training teachers in their opposite teaching style. The goal was to have the teachers transfer from one cognitive style to another and, therefore, train the students to function bicognitively.

Ramirez and Castaneda have caused considerable debate over the issue of field sensitivity. Kagan and Buriel (1977) criticized the use of visual perception tests for classifying students as field sensitive or field independent. Ramirez and Castaneda emphasized the need to use classroom observation to make these classifications.

Variables in Learning Styles

The research on learning styles during the 1970s was neither definitive nor conclusive, but it clearly developed an awareness that ethnic minority students have distinctive ways of learning. The 1980s' research has focused on variables that appear to be more external to the students; that is, they are based on socio-cultural factors rather than the psychology of learning. This change of direction is evident in a recent study conducted at Santa Barbara City College.

The report was written by Arellano-Romero and Eggler of Santa Barbara City College, and is titled *Recruitment, Retention, and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature* presents a review of recent literature in this field. Arellano and Eggler base most of their learning theory on Hampton (1980) and Sedlacek (1983). These two authors have identified strategies and cultural variables they consider to be crucial to the teaching/learning of minority college students. Hampton identified eight basic, innovative teaching strategies:

> (1) Performance inventorying, (2) "Shot-gun" approach, (3) heterogeneity of background, (4) multiplicity of incentives, (5) individual pacing in learning, (6) emphasis upon concepts, (7) attention-getters and sustainers, and (8) encouragement of feeling relationships (Arellano and Eggler, 1987).

Sedlacek (1983) cites eight variables as those most crucial to the success of diverse minority groups in higher education. According to Arellano and Eggler (1987):

> Sedlacek states that the context in which these variables are used is extremely important. They should not be viewed as absolute attributes that are relevant to all minority students, nor should faculty assume that all minority students are having trouble.

The variables include: (1) positive self-concept; (2) understanding and dealing with racism, (3) realistic self-appraisal, (4) preferred long-range to short-term goals, (5) availability of a strong support person, (6) successful leadership experience, (7) demonstrated community service, and (8) nontraditional knowledge. Hampton identified teaching strategies, while Sedlacek presented psychosocial variables that also must be considered in order to present a comprehensive approach to teaching.

Arellano and Eggler subsequently present brief descriptions of 29 case studies of innovative projects. The projects focus on teaching strategies and curriculum designed to meet the needs of various minority students in their local environments. Some of the case studies are clustered according to their respective emphasis. These include ethnic studies, improving self-image, oral history, transfer, short-term immersion courses, mastery learning of ESL, pre-technology, ethnic focused content in general education courses, basic skills, bilingual/bicultural studies, interdisciplinary curricula, LEP high school/community college partnerships, time efficiency studies, dyads and group materials, retesting, writing across the curriculum, and readiness programs.

In addition to their excellent research, the authors of the report consistently provide practical recommendations that are pertinent to Santa Barbara City College, yet applicable to other colleges. This study is an excellent resource for other community college staff.

4 *Nationwide and Statewide Surveys*

Research Methods

The research for this present study consisted of three phases: (1) a computer search through the ERIC Clearinghouse for Junior Colleges, (2) a survey sent to the Chief Instructional Officers of each California community college, and (3) on-site visits to selected community colleges that offered potential model programs. The findings are divided into two sections: the results of the computer search and the results of the college survey. For the sake of brevity, abstracts will be used to describe those programs which are considered pertinent to the purpose of this study; *i.e.*, to identify and disseminate information about successful teaching strategies that address the culturally distinctive needs and cognitive learning styles of Black and Hispanic students. More extensive detail will be used for programs that might be considered as models for adaptation by other community colleges. Commentary on the programs is included in the summary section of the report.

Nationwide Computer Search of Programs

The ERIC Clearinghouse for Junior Colleges is located at the University of California, Los Angeles and is staffed by very helpful professionals. For a nominal fee, the staff will access the ERIC Data Base, which includes journal articles listed in the *Current Index to Journals in Education (CIJE)* and documents announced in *Resources in Education (RIE)*. The results of the search yielded a representative array of programs reflective of the efforts of community colleges throughout the country. The programs comprised ten general categories: highly structured instructional approaches such as Bloom's Mastery Learning Strategy, college self-studies, reentry programs, transfer programs, partnership programs, English as a Second Language, bilingual/bicultural programs, language acquisition for native born ethnic students, ethnic studies, and career education.

Complete copies for most of the following program reports are available through the ERIC Clearinghouse. A few of the journal articles are not available from ERIC and must be obtained through regular library channels. For further information, call ERIC at (213)825-3931.

The following references and abstracts were provided by the ERIC Clearinghouse.

The Mastery Learning Program
Durham College, Durham, North Carolina, 1978-1979
Fund for the Improvement of Postsecondary Education

Abstract: First-year progress (1978-1979) is reported for a three-year project undertaken by Durham College (historically black, independent, junior college) to implement Bloom's Mastery Learning Strategy in order to improve the self-esteem and motivation of educationally disadvantaged, minority students. The report first presents a rationale for the project based on the increased enrollment of students with basic skill deficiencies. It next identifies the outcomes expected during the first year of the project: (1) the development of mastery materials for eight instructional areas, (2) the classroom application of these materials during at least one academic term, (3) the maintenance of records on the performance of students undergoing mastery strategy instruction, and (4) the participation of involved faculty in a two-week professional seminar at the City Colleges of Chicago. Activities carried out to bring about these outcomes are then described. The results of an evaluation of these activities are detailed, based on a comparison of final grades earned by students in mastery learning and by those in conventional classes. The report concludes with an outline of activities planned for the second year and an examination of Durham's efforts to disseminate program information to other colleges. An evaluative report by Emmett Jones of the City Colleges of Chicago is appended.

Five-Year Plan for Curriculum Development
Central YMCA Community College, Chicago, Illinois, January, 1975
Advanced Institutional Development Program

Abstract: With the aid of a grant from the Advanced Institutional Development Program, a group of Central YMCA Community College (CYCC) faculty was given released time to inquire into curriculum priorities. This document establishes the focal points of future curriculum discussions and outlines the developments this faculty group hopes will ensue as a result of their inquiry. A five-year action plan, based on other recent studies conducted at CYCC, is proposed for the orderly implementation of curriculum development to maintain student welfare, and to provide a positive educational experience as the primary targets. Strengths and weaknesses of the present structure and possible means of improvement are noted in sections on student needs, special curricula for ethnic and social minority groups, interdepartmental and interdisciplinary programs, extensions programs, flexible scheduling, support services, performance objectives, evaluation of instruction, alternative ways of earning credit, new programs, and course and material development. A hierarchy of priority issues to be confronted from Spring 1975 through Spring 1976, and the rationale for the selection of specific priorities, are presented. New courses and materials development are designated as continuing concerns both to ensure significant achievements for the entire curriculum and to provide the basis for other research.

Comprehensive Science Evaluation Project
Hudson County Community College, Jersey City, New Jersey, September 1982
National Science Foundation

Abstract: A summary is provided of the goals, objectives, activities, and findings of Hudson County Community College's (HCCCs) comprehensive science evaluation project. After an introductory outline of the status of science education at HCCC, the project's objectives are presented: (a) to analyze the college's science courses and their ability to prepare students for careers; (b) to assess the adequacy of HCCC's science facilities; (c) to identify the curriculum needs of HCCC's general education and basic skills programs; (d) to examine approaches to science education used in various program areas; and (e) to prepare a Science Improvement Plan for the development of curriculum and resources over a five-year period. The report then describes the activities designed to achieve these objectives, beginning with the creation of a Science Improvement Plan Committee. Next, the report presents the results of: (1) a literature review; (2) a study of science education at colleges in New York and New Jersey; (3) a faculty survey focusing on their characteristics, background, and attitudes toward science and mathematics requirements and electives, laboratory components for courses, minority student needs, and curriculum needs and objectives; and (4) a student survey investigating personal and academic characteristics, attitudes, and preferences regarding mathematics, science, and computer science courses. Finally, a Science Improvement Plan is presented. Appendices include the questionnaires and marginal frequency responses.

A Reentry Curriculum Guide for the Adult Learner
City University of New York/Brooklyn College, Brooklyn, New York, 1976-1980
Women's Educational Equity Act Program, U.S. Department of Health, Education and Welfare

Abstract: Designed to assist educators in the development of reentry programs for adult learners, this guide provides information on the creation, operations, and outcomes of Project Chance, a reentry program initiated at Brooklyn College during the 1970s to serve ethnically diverse, lower- and middle income women from the Brooklyn community. A forward to the guide highlights the staff's willingness to consider participants' needs and reactions in modifying the content and approach of the program. Following an introduction to the outcomes of the course from its inception in 1976 to its discontinuation in 1980, the guide discusses: (1) one of the major program components--a pre-college, reentry course designed to enable women to explore options, build basic skills competency, and gain self-confidence; (2) a redefinition of the goals of the reentry curriculum, based on the first year's evaluation; (3) a revision of the curriculum to strengthen the basic skills component; (4) the mathematics skills component; (5) the language arts curriculum; (6) the life planning skills curriculum, which emphasizes self-awareness, self-evaluation, decision-making skills, and the ability to describe probable future situations; (7) support services and counseling; and (8) the provision of information about other

programs and services. For each topic, information on special problems, barriers, and solutions is provided.

Transfer Opportunities Program
Community College of Philadelphia, Philadelphia, Pennsylvania, 1987
Ford Foundation

Abstract: The Transfer Opportunities Program (TOP) at the Community College of Philadelphia (CCP) has focused primarily on faculty development and curriculum design as the essential elements in improving the transfer prospects of students. Extensive faculty development activities were undertaken to forge collegial agreements about standards of literacy and appropriate pedagogical activities, coupled with efforts to design a two-year, integrated, interdisciplinary curriculum centered on language use. Other TOP activities included: (1) the full-time, first-year curriculum was modified to accommodate part-time students; (2) counseling staff were included as active teaching members of each interdisciplinary instructional team; (3) a series of in-service workshops on the "Critical Literacy" issue were conducted to gain comparability in the way faculty dealt with student language use; and (4) selected faculty designed and conducted professional development seminars on such topics as "Styles of Interpretation of Classical and Medieval Literature" and "Black American Women's Narrative."

Hostos Community College's Integrated Transfer Program
Hostos Community College, Bronx, New York, 1984
Ford Foundation

Abstract: An overview is provided of Hostos Community College's (HCC) Urban Community College Transfer Opportunities Program. First, the program's student services activities are described, including the development of a system for the identification and consistent follow-up of the liberal arts transfer population, a computerized Degree Requirement Checklist (DRC), and a transfer seminar. Next, the report describes the following academic activities: the completion of course equivalency listings for three targeted four-year colleges, the investigation of the transferability of HCC courses, and the development of a profile of the liberal arts honors student, and the broadening of HCC's honors program. The next section explains the administrative support activities conducted as part of the program, including those designed to provide timely and accurate student information, to identify potential transfer students, and to create the DRC, an individualized transcript showing courses taken, in progress, and needed. Next, achievements are discussed in terms of the major project objectives: (1) to identify potential transfer students; (2) to encourage students to complete the credits applicable to their interests and to transfer requirements, using coherent course-taking patterns; (3) to improve articulation of curriculum patterns and practices; and (4) to provide an honors program in the liberal arts and sciences for above average students. Final

sections look at program changes in terms of the original project proposal and of efforts to institutionalize the program.

Urban Community College Transfer Opportunity Program
La Guardia Community College, Long Island City, New York, 1985
Ford Foundation

Abstract: In 1984, La Guardia Community College (LCC) received a three-year implementation award from the Ford Foundation to increase the number of minority, low-income students who transfer to and succeed in baccalaureate programs. This report describes the 1984-85 accomplishments of LCC under the Urban Community College Transfer Opportunities Program (UCCTOP). Following an overview of the project and specific activities, the report describes LCC's efforts to strengthen external linkages with public and private universities and colleges in New York, as well as with secondary schools. The next section describes UCCTOP's student support services, including a two-session transfer workshop, the Transfer Fair, and the Career and Transfer Resource Center. Next, a discussion is presented of LCC's transfer decision-making curriculum, which includes the cooperative education seminar, "Life, Education and Career Planning." Following a review of the involvement of LCC's faculty in curriculum reform, the report describes the development of an automated Degree Requirement Checklist that helps students manage progress toward the completion of their degrees. The next section focuses on the development of a research design to document the number, identity, and characteristics of potential transfer students; as well as to monitor student progress through the program and after transfer. Finally, the report discusses the program's budget. Appendices provide a *Model for Two-Year and Four-Year Articulation Handbook*, an agenda for a transfer workshop, and a list of questions for potential transfer students to ask college representatives.

New Initiatives for Transfer Students: Urban Community College Transfer Opportunities Program
Bronx Community College, New York, 1984
Ford Foundation

Abstract: Designed to acquaint educators and administrators with the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP), this booklet examines the rationale for and activities and outcomes of the program. First, introductory comments indicate that UCCTOP was designed to help urban community colleges with high minority enrollments strengthen their academic and support programs so that students would be better prepared to move on to four-year institutions. Next, an essay entitled, "Remembering a Transfer Student," by Alison Bernstein, Ford Foundation Program Officer, discusses the reasons for the program's development, and a second essay, "Removing Transfer Hurdles," by Richard A. Donovan, discusses the issues and problems related to

transfer from two- to four-year colleges. The final section consists of descriptions of UCCTOP-funded programs at 24 geographically diverse community colleges, featuring summaries of background information, orientation procedures, counseling, articulation with high schools and/or four-year institutions, student follow-up, curriculum development, identification of transfer students, faculty development, recruitment, honors programs, transfer information, and assessment.

Bridge Project
Baltimore Community College, Baltimore, Maryland, 1984
Ford Foundation

Abstract: The Community College of Baltimore's (CCB) Ford Foundation Bridge Program was designed to improve and extend transfer opportunities in Baltimore by developing a completely articulated Arts and Sciences transfer program extending from five feeder high schools to four receiving baccalaureate institutions, with CCB serving as the "bridge" institution among the ten participating institutions. The major objectives of the project were: (1) the formation of an Advisory Task Force to conduct articulation conferences with the participating institutions to ease student transfer among the three educational levels; (2) the review, revision, and strengthening of the Arts and Sciences curricula at CCB and the development of formal articulation agreements for the revised programs; and (3) the development of an Arts and Sciences Identification Process to include an early identification of potential Arts and Sciences students at the participating high schools, a high school outreach program, a CCB Arts and Sciences Student Support Team, and improved transfer opportunities to four-year institutions. This report on CCB's Bridge Program includes background information on the school; a discussion of the purpose and objectives of the project; a summary evaluation of the accomplishment of project objectives; a list of other achievements; an overview of changes in the program, resource allocation, and staffing; and a discussion of the institutionalization of the project.

"Models in Bilingual Bicultural Education: The Community College of Philadelphia Experience"
Susanna Daniele, 1977

Abstract: This paper presents a brief historical overview and summary of the various approaches and recent developments in the field of bilingual education. The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and the preparation of adequate evaluation instruments. Educators are now striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing and maintaining bilingual programs. The Bilingual Education Act was passed in 1968, and in 1974, educational amendments were introduced to authorize

funding for the Bilingual Education Program so that its goals could be reached. Considerable advancements have been made in the field of bilingual bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities. The second part of this paper focuses on a model developed at the college level that is designed to serve the special educational needs of a sizable number of dominant-Spanish-speaking students attending the Community College of Philadelphia. A major goal of this program is to provide the city's Hispanic community with an opportunity to acquire English language proficiency through its intensive English-as-a-Second-Language component, and to increase access to postsecondary education for Hispanic students in the Philadelphia public schools.

"A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum"
Anna Chamot and Michael O'Malley
National Clearinghouse for Bilingual Education, Rosslyn, Virginia, 1986

Abstract: The Cognitive Academic Language Learning Approach (CALLA) is an instructional program for limited-English-proficient (LEP) students who are being prepared to participate in college-level instruction. The program is designed to assist LEP students' success in school by providing transitional instruction between English-as-a-Second-Language (ESL) or bilingual education and mainstream instruction. The transitional instruction is designed to further academic language development in English through content area instruction in science, mathematics, and social studies. In CALLA, students are taught to use learning strategies derived from a cognitive model of learning as aids to comprehension and retention of concepts in the content areas. In brief, CALLA is designed to:

- Meet the academic language needs in English of LEP students at the upper elementary and secondary levels;
- Provide a program of content-based instruction that can serve as a bridge between the English-as-a-Second-Language or bilingual program and mainstream education;
- Provide instruction based on a cognitive model of learning.

The Artistic Dimension of Black English: A Disclosure Model and its Implications for Curriculum and Instruction
Jane Paznik
Ann Arbor, Michigan, 1976

Abstract: This dissertation provides a heuristic model for defining, analyzing, and exemplifying the artistic dimension of Black English. Further, it offers a method of

recognizing and evaluating this aspect of verbal behavior for the purpose of strengthening curriculum development and methods of instruction. After a review of the literature that deals with language theory and usage, a framework is developed from aesthetic analyses of language usage with which to assess language behavior, a framework that goes beyond the models available from linguistic theory. This framework forms one part of a "disclosure model" by which to describe the artistic dimension of Black English. The model is completed by applying the framework to a discussion and analysis of samples of verbal events in Black English. The data for this part of the study are taken from literary samples that employ Black English dialogue and from previously published research on the dialect. Such verbal events as sounding, signifying, rapping, marking, monitoring, and fancy talk are considered in detail.

Finally, the complete disclosure model is used to underscore the importance of understanding the artistic dimension of Black English for curriculum assessment and development and for instruction. The heuristic model is applied to an analysis of existing curricula designed for speakers of Black English at the elementary, junior, and senior high school, and college levels. The model is also applied to essays written by community college students, with respect to the instructional implications of a fuller recognition of the evidence of the artistic dimension of their verbal behavior.

The Design and Development of an Introductory Course in Afro American Literature
Linda Weaver Brown
Carnegie-Mellon University, 1972

Abstract: This dissertation describes the development of an introductory course in Afro American literature for the community college, including goals, rationale, text selection, sample lectures, and class materials. Two lecture sets are provided, which include background information for the course. The topic, "Historical Incidents Affecting the Development of Afro American Literature," is divided into two segments, the first covering the period from the beginnings of slavery through the Civil War, and the second, the period from the Reconstruction to the rise of Black militancy. A major portion of the dissertation involved compiling a profile of the students for whom the course was designed. Factors included are academic achievement and aptitude, economic and family background, and educational goals. Although the profile was developed for a community college course, it could also be a valuable aid for designing courses at other kinds of schools. This dissertation would be useful to those who are interested in, but relatively unfamiliar with, Afro American literature. It should prove especially useful to faculty members involved in curriculum development.

UCLA Latin American Center for Enrichment Program in Latin American Studies for Community College Instructors
Sharon Douglas and Jon Maksik, 1977
U.S. Office of Education

Abstract: The objectives of Project Mexico, which is described in this report, were to train a group of 15 community college instructors from Southern California to the study of Mexican culture through an interdisciplinary approach integrating ideological, technological, and social perspectives; to produce new curriculum materials for use in community college classroom instruction; and to develop a model for the study of other Latin American countries. After initial orientation and background reading, project participants spent six weeks of intensive study and travel in Mexico, focused on development of individual curriculum projects. The project resulted in nine teaching modules dealing with Mexican history and culture and four teaching modules dealing specifically with Chicano Studies, two of which are addressed to the important issue of helping Chicano students adapt to a college environment. Logistics, rationale, and summative and formative evaluations of the project are presented in this report. Appended are a statement on coordination and dissemination of the results of Project Mexico by Carol Starcevic of the UCLA Latin American Center, and a theoretical model for curriculum development based on an interdisciplinary approach to Latin American studies by Allyn Sinderbrand.

"Project M.E.CH.I.C.A.: Materiales para Estudios Chicanos Interculturales de America"
Michal Clark and Jesus Nieto
Bakersfield College, 1975

Abstract: A group of 25 bilingual Chicano community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were: (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototypes of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and interinstitutional aspects of the project, and the curriculum model is discussed in detail.

"Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student"
Francine Medeiros and John Reck
Mt. San Antonio College, Walnut, California, 1974

Abstract: The study experimentally investigated a self-image development package, Self-Programmed Counseling and Self-Programmed Control (SPC), that was especially geared to the educational and personal needs of the Chicano student. The fall 1973 study used these considerations: (1) how the community college can increase the enrollment of Chicano students to reflect the kindergarten through twelfth grade, Spanish surnamed population of the district; (2) having recruited more Chicano students, what the institutions can do to retain them; and (3) what types of programs/curricula should be developed to meet the learning styles, as well as the personal and academic needs, of the Chicano student. The study population included 46 Chicano students who enrolled in the Fall 1973 semester at Mt. San Antonio College (Walnut, California) and continued their enrollment through the fifteenth week of the semester. The results concluded that the SPC attitude change package can help Chicanos and others to compete more effectively. The SPC group achieved higher grade point averages, and re-enrollment rates, better study habits and attitudes, and lower levels of anxiety. Results also confirmed the researcher's impression that low self-image is a key factor inhibiting successful academic performance.

"Evaluation of Career Counseling and the Career Center Programs at Imperial Valley College and External Campus"
Jack Javens
Imperial Valley College, Imperial, California, 1977

Abstract: Description and evaluation of services offered by the Career Center at Imperial Valley College (IVC), a community college located in southeastern California, is reported in this document. (IVC serves a large percentage of disadvantaged students, predominantly Mexican-American.) The evaluation report includes discussion of the following areas: geographic description of Imperial County, demographic information, economic/employment status, problems encountered by disadvantages students, Imperial Valley College statistics on student population, philosophy and goals of career education, career center and staff, career center media, major media description, interaction with faculty,interaction with students, interaction with the community, interaction with counseling staff, evaluation of career center media, evaluation of student use, and evaluation of Psych 8/HR 8(a three-unit structured course in career planning). Appendices contain materials used in activities and the administration of the Career Center, *e.g.*, career planning model, course outlines (Personal and Career Development and Career Guidance Theory and Practice), and information on the filmstrip program.

A Guide for Planning and Implementing Career Education Programs in the Community College
Washington State Board for Community College Education, Seattle, Washington

Abstract: This guide provides criteria for both the planning and implementing of career education programs at the community college level, and is the result of a national poll conducted by the National Dissemination Project. It is intended to suggest ways in which community colleges might better serve the needs of minority and disadvantages students through planning. It is comprised of two major sections: planning and implementation.The planning section includes the following subdivisions: philosophy and goals; policy and procedures; organization; planning; funding; facilities; instructional materials and equipment; business and industry; advisory committees; private and public agencies; counseling, guidance, and placement; and faculty. Implementation includes subdivisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation.

"The Employability Skills Series: Field Trial Results of a Spanish Language Version for Hispanics"
Center for Studies in Vocational Education
Florida State University, Talahassee, Florida, 1980

Abstract: The previously validated Employability Skills Series was systematically translated into Spanish, and field tests were conducted, using criterion referenced measures, to establish if the materials were effective with Hispanic students. Data were collected on the achievement of 484 students on 39 knowledge and 25 performance objectives of these competency-based materials, written at approximately a fifth-grade reading level and designed for use in a variety of instructional settings. Eighty percent of the students were at or above the criteria in sixty objectives. They showed significant improvement in their pretest/post-test gains in five of the six learning modules. Further analysis of five factors (school level, English language ability, age, ethnic group, and reading level in Spanish) showed that: (1) junior high students did not do as well as students in high schools, vocational-technical centers, community colleges, or adult centers; (2) bilingual students did better than limited English ability students; (3) adults did better than nonadults; (4) there was no consistent pattern across units on the differences between Cuban Americans, Mexican Americans, Puerto Rican Americans, or other Hispanics; and (5) students scoring higher on the Spanish reading level examination did better than those with lower reading scores. It was concluded that the Spanish version is an effective instructional tool.

Survey of California Community Colleges

In August 1987, a survey was sent to the Chief Instructional Officers of all California community colleges requesting identification of programs on their respective campuses that directly address the learning needs of Black and Hispanic students. The responses indicated a range of programs similar to those from the computer search. Two campuses are conducting self-studies, others are offering programs in basic skills, college readiness, vocational instruction, ESL, bilingual/bicultural and ethnic studies, college-level English composition and mathematics; of these, two are high school partnership programs. The survey was designed to elicit a response only from those colleges that had active programs. Therefore, response rates are not included, since the purpose of the survey would not be served simply by achieving a high response rate.

The abstract and summaries that follow describe those programs that are successful with a high percentage of Black or Hispanic students. Two responses were deleted from this section because the programs were judged inappropriate. It was often difficult to discern if the programs were actually designed for the target groups or if Black and Hispanic students were in the program due to the local demographics; *e.g.*, large urban colleges tend to have many Blacks and Hispanics enrolled in basic skills classes. The survey searched for those programs or courses that included specific teaching or learning strategies for Blacks and Hispanics. The three programs that most clearly included these factors were followed up with telephone inquiries and campus visits. They are: the Math Transition Program at East Los Angeles College, the Puente Project at fifteen community college campuses, and the College Readiness Program at Monterey Peninsula College.

The following summaries were derived from the survey responses and in most cases are included verbatim or with minor editing. In a few cases, the summary was composed in an effort to synthesize the extensive information that was submitted.

Recruitment, Retention and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature

Santa Barbara City College, Santa Barbara, California

Abstract: This Santa Barbara City College report was completed by Ofelia Romero and John Eggler. Romero is a counselor at the college and Eggler is a full-time faculty member in the Chicano Studies, ESL,and History departments. Jack Friedlander, Dean of Instructional Services, served as the project monitor for this important study. The major findings and recommendations emanating from this study are presented in a brief eight-page summary; the full report consists of 72 pages. The recommendations are particular to Santa Barbara City College; however, many have universal applicability. They cover a range of support services and classroom techniques based on socio-cultural and affective characteristics. The study and report were funded by the Santa Barbara Community College District.

Contact: Jack Friedlander, Dean of Instructional Services, (805) 965-0581.

College Initiated Study of Hispanic Community Groups
Porterville College, Porterville, California

Summary: In an effort to improve the Hispanic retention rates of students in our junior high schools, high schools, and at Porterville College, representatives from all of these institutions have met in an effort to identify more clearly the distinct differences between the Hispanic groups in the Porterville area. At this time we have identified four separate and distinct Hispanic groups, with a fifth that is probably an off-shoot of one of the others. Two of these groups are migrant, two of them are Mexican American, and the final group is the totally assimilated Hispanics. The characteristics of each groups are distinct and the reasons for dropping out of school unique to the group. The motivations for staying in school also show characteristic distinctions.

Now that the five groups are clearly identified, the college is working on objective criteria that can be used to ascertain the number of students within each group enrolled at each of the educational levels. After this information is collected, the college anticipates having a sufficiently clear understanding of the problem so as to set a direction for solving the problems peculiar to the Porterville College service area.

Contact: Bonnie White, Dean of Instruction, (209) 781-3130.

Developmental Studies
San Jose City College, San Jose, California

Summary: Under the Developmental Studies Division ,various offerings are available to the underprepared learner, including Black and Hispanic students. In terms of learning principles, little allowance is made for minority students since proven techniques have been implemented for all students. In some cases, however, reading material of greater interest to minority students is used instead of the typical textbook selections, and some special assignments are given. During the 1986-87 academic year nearly 1,000 students were instructed: 10 percent, Black; 10-15 percent, Hispanic; 75-80 percent, all others.

Contact: Carole Bogue, Assistant Dean, Developmental Studies, (408) 288-3709.

Learning Skills
Hartnell College, Salinas, California

Summary: For Hispanic students we offer individualized, self-paced reading and writing courses that allow them to receive more one-on-one instruction and to have more time on task. Working at their own pace , without a time constraint, gives them the opportunity to learn the material more thoroughly. Courses in English as a Second Language are offered in grammar, vocabulary, reading, pronunciation, and conversation. This allows the student to have an entire daily three-to-four-hour block of English. The Learning Skills Center enrolled approximately 800 students in the Reading and Writing Labs for 1986-87; of these, 65 percent were Hispanic. Students tend to average grade-level gain of 2.89 years for every 24 hours of work in the Reading Program.

Contact: Rosemary Ybarra, Learning Skills Center Director, (408) 755-6866.

A CAI/CMI Classroom Approach in Reading
Compton College, Compton, California

Summary: Compton College enhances the traditional teacher/lecture method by implementing faculty-designed behavioral objectives and mastery tests in conjunction with a Computer Assisted Instruction/Computer Managed Instruction (CAI/CMI) delivery system, developed by Computer Networking Specialists. The CAI/CMI system consists of two labs: one for English and math, and one for reading. Both labs are located adjacent to the Learning Resources Center and close to the areas in which remedial classes are taught. These labs contain a total of 42 Apple IIE student stations, an operator station with an enhanced Apple IIE, a printer, and a Corvus hard disk memory. In addition, faculty stations are set up at distant locations on campus in the math, reading, and English offices. This allows faculty direct access to the Corvus in order to evaluate courseware, make assignments, and review student progress. In addition, it is possible for faculty to generate tests and other print material through the WordStar program stored on the Corvus. Recently a Scantron 1200 was added to the system. Working in conjunction with Apple IIE and Scan-Score Software, this machine scores Mastery Tests, generates item analyses of questions, plots frequency distributions, and calculates mean, median and standard deviation data. It can also perform a "Grade Book" function.

The CMI portion of the delivery system keeps track of all students, and assigns lessons by prearranged sequence and student progress, or by teacher assignments. It can provide hard copies of class lists, student progress, and lists of available courseware.

All courseware is carefully selected to match behavioral objectives and is subjected to a rigid evaluation procedure before purchase. The unique feature of the management system is that any publisher's courseware is usable as long as it is

Corvus compatible and the publisher agrees to allow programming modification so that the courseware will interface with the management system. This allows for a maximum variety of appropriate materials and increases the likelihood of student mastery of objectives.

The objectives of this project are to:

- Design, develop and implement a "Mastery Learning" system for basic skills competencies in the areas of English, reading and mathematics;
- Provide an increased probability of the attainment of mastery levels among remedial students in English, reading and mathematics through the use of computers for supplemental instruction;
- Reduce the rate of attrition among Compton College's remedial students.

Contact: Rhoda Lintz Casey, Division Chair, English and Developmental Studies, (213) 637-2660 ext. 286.

Adult Basic Education and English as a Second Language Centers Division
San Francisco Community College District, San Francisco, California

Summary: The Centers Division has implemented the competency based approach to instruction as a means to address the culturally distinctive needs and learning styles of Black and Hispanic adult students. This includes identifying the needs of the students, providing an avenue for student input, insuring that students know course expectations, presenting texts and media-based, multiple learning techniques, using CASAS pre- and post-testing, and certifying levels of competency.

Contact: Gary Tom, Assistant Director of Instructional Services, (415) 239-3077.

The English Institute
Canada College, Redwood City, California

Summary: The English Institute provides English language training for students whose native language is not English. The beginning courses require some knowledge of English. The program consists of one or more semesters of intensive English-language study in grammar, listening, reading and writing. All students must take and pass the English Alfa Placement Test, which takes two hours to administer. There were 326 students enrolled each semester; of those, 229 were Hispanic and three Black.

Contact: Salvador Mendoza, (415) 364-1212 ext. 412.

Chicano Studies/Bilingual Studies
San Diego City College, San Diego, California

Summary: The program/department requires a written three-page summary every week from every student. The summaries are taken from each chapter of the required text. Every student in the program is encouraged to sign up for one extra unit in order to prepare his/her writing assignment on a word processor in the computer room. Students take advantage of this opportunity, and the results are excellent and observed immediately. The summaries are graded on the basis of content, which includes an introduction and a conclusion, analytical skills, spelling, and neatness. Students are also required to take regular classroom examinations, which include essay responses.

Contact: Ternot MacRenato, (619) 230-2634.

Bilingual/Bicultural Programs
Cerritos College, Norwalk, California

Summary: The programs include: Bilingual Teacher Aide Program, Bilingual Education (transfer), Bilingual Registered Dental Assistant, Chicano Studies, and a Puente Project. They offer specially designed educational experiences within an interdisciplinary framework for Latino students who want to take classes taught by bilingual/bicultural instructors, who serve as role models and mentors.

Staff include special counselors, a community outreach representative, and a team of peer counselors. Support services include college recruitment information, professional and peer counseling, and academic advisement. The program has developed a strong community and campus outreach component that informs and supports the Latinos in the college service area. Total students enrolled in 1986-87: 940 Latino students were recruited and enrolled in college; 418 were enrolled in courses offered within the bilingual/bicultural programs.

Contact: Ceci Medina, Program Coordinator, (213) 860-2452 ext. 584.

Transition Programs and Services for Spanish Speakers
Hartnell College, Salinas, California

Summary: There are five introductory occupational education classes taught in Spanish--welding, computer information systems, auto technology, auto collision repair, and machine technology. Some courses have bilingual instructional aides. The college is currently working on fusing the vocational offerings with ESL, appropriate student service areas, and learning skills in order to develop a comprehensive program. Total enrollment in 1986-87: 271.

Contact: Dean Colli, Dean for Occupational Education, (408) 755-6960.

ESPIGA
Oxnard College, Oxnard, California

Summary: ESPIGA--English Spanish Program of Instruction Granting Access (to the regular program of studies)--offers the monolingual, Spanish-speaking student the opportunity to develop skills in English, as well as to take the college level courses taught bilingually. The Oxnard College bilingual program, established in 1977, has been designed to facilitate the entrance of non-English or limited-English speaking students' into the regular English curriculum. Students can develop skills in the English language as they participate in selected vocational programs, earning credits toward a degree or certificate. Or they can earn credits toward an associate degree in academic programs, once they have mastered certain levels of English proficiency. Each semester, courses offered through ESPIGA are published in the schedule of classes in English and Spanish. Classes in vocational education, transfer level courses, and classes in essential skills make up the ESPIGA program offerings. Classes are offered during the day as well as in the evening.

During the regular registration period, students who are identified as potential ESPIGA students are referred to the ESPIGA coordinator. Students are assisted in completing the necessary applications and forms and given an assessment test for placement in appropriate classes. Because of their limited English skills, LEP students do not go through regular assessment procedures, as do monolingual English speakers. These LEP students are referred to the ESPIGA office for assessment and placement.

The assessment tools used by the ESPIGA program are: the Structured Test--English Language (STEL) and the Nelson Reading Test. The STEL is not used as a diagnostic test; rather, it is used strictly for placement by assessing the student's knowledge of grammatical structures in English. The raw scores indicate which of the four levels of language development the student has achieved and which ESPIGA courses need to be recommended as part of his/her program of study. The Nelson Reading Test is used as a diagnostic tool. The scores indicate grade equivalents and percentile ranks for skills in vocabulary development and in reading. These scores are helpful to the instructor in setting goals and expectations for students. Students who are non-English speakers and know they cannot do any part of the tests are exempted and placed in the first level of language development.These students are assessed at the end of the semester, as are all ESPIGA students, in order to measure progress in English.

In addition to English placement, recommendations are made to students regarding the vocational classes in auto mechanics, agricultural welding and equipment operation, which are taught in a bilingual mode. And as a compliment to the

English classes, LEP students are encouraged to take an appropriate course of "Spanish for the Spanish speaker" in order to review or learn the Spanish language concepts that will facilitate the transfer of these skills to the English language. Occasionally other courses are offered to the LEP students, such as Mathematics 9, History 102, Sociology 108, Speech 1, and Personal Growth 101.

There are various methodologies used to teach bilingual classes. Some instructors begin the semester explaining everything in Spanish. As the semester progresses, less Spanish is used and more English is introduced, ending the semester with the majority of the lectures given in English. Another method is to give the introduction to the class in Spanish, followed by the main part of the lecture in English, and conclude with a review in Spanish. The third method is to alternate languages during the class, with the same explanation in English and in Spanish. Some instructors use Spanish only to clarify a complicated point during class. These methods are often combined in order to better explain the material.

Enrollment in ESPIGA courses began with 95 students in 1977 and rapidly increased to 656 in 1981. Both the college and ESPIGA experienced a decline in enrollment from 1981-83. Since then, there has been an average of over three hundred students participating in ESPIGA. During Spring 1987, 371 students were enrolled in the program.

Contact: Matilde Villalpando, ESPIGA Coordinator, (805) 488-0911, ext. 1947.

Summer Readiness Program
San Jose City College, San Jose, California

Summary: The Summer Readiness Program focuses on Hispanic and Black youth. Instructional periods are organized to include a wider variety of activities than is usual. In addition, much time is spent with vocabulary improvement and study skills and habits, as well as with reading comprehension and writing activities. A counselor also meets regularly with the Summer Readiness group. In the summer program almost 200 students were served, of whom approximately 75 percent were Hispanic.

Contact: Carole Bogue, Assistant Dean, Developmental Studies, (408) 288-3709.

Summer Readiness Program
Bakersfield College, Bakersfield, California

Summary: The purpose of the program is to give a group of students, whose test scores indicate that they are in an academic high risk category, the skills and confidence necessary for academic success. Students are selected on the basis of their scores on the ACT, ASSET reading and English tests administered in the spring,

either on the campus or at local high schools. To qualify, students must have scored at the seventh to eighth-grade level in reading and English. Written invitations to participate in the program are issued to students.

The program offers an intense simulation of actual college conditions during the four days and nights of the workshop. During this time, students spend their time on study skills, English, mathematics, counseling, aptitude testing, career-interest testing, guided homework, and physical education.

In Summer 1985, 29 students participated on a pilot basis. For Summer 1986, the number of participants was increased to 52. On the basis of the 1985 pilot experiment, the Summer 1986 program included the following activities not listed above:

- Involvement of nine of the best English, mathematics, and counseling staff;
- Two peer counselors--each of who worked with 26 of the students throughout the 1986-87 academic year;
- Use of resident assistants in the dormitory, including some of the Summer 1985 participants.

Preliminary follow-up data indicate that, of the 52 who participated in the Summer 1986 program, 45 actually enrolled in Bakersfield College in the fall. Of those, 37 completed the fall semester.

Contact: Dan Murillo, Counselor, (805) 395-4532.

New Scholars' Project
Monterey Peninsula College, Monterey, California

Summary: The New Scholars' Project, known locally as the College Readiness Program, is a developmental, academic skills program designed to improve the retention rate of low-income minority, and first-generation college students who will enroll in English, mathematics, and science courses at Monterey Peninsula College (MPC). The program provides developmental classes in the basic skills plus career, academic, and transition counseling. College Readiness courses focus on developing specific academic skills and competencies that these students will need to succeed in more advanced college courses. The program does not duplicate classes offered at Monterey Peninsula College; rather, its classes extend the college's capacity to better serve and educate a significant number of target group, underrepresented students. Some readiness courses are offered as co-requisites with college level courses. College Readiness staff consists of a director, three instructors, one counselor, and one secretary.

Program services provided for targeted students through federal, TRIO, and EOPS funds are layered into the student's total MPC program in order to meet his or her changing academic needs.

Phase I: A reentry, first-semester program for students with assessed academic needs is offered in basic skill areas of English, mathematics, and science. Assistance with financial aid applications, a college orientation, and career planning is provided.

Phase II: Campus classes to supplement, support, and prepare students for the mainstream transfer and vocational education majors are individually recommended. Courses include an entry-level, study skills course; individualized mathematics; pre-algebra; and a science bridge course. Academic advising and tutorial services are provided.

Phase III: Co-requisite academic support classes designed to generate and promote the critical thinking and writing skills necessary to complete transfer level courses in the major academic fields--*i.e.*, humanities, life science, or physical science--are individually recommended. Tutorial services, academic advising, and transition counseling are provided.

College Readiness uses the following instruments to assess individual academic needs: the McGraw-Hill Wide Range Inventory, the Competencies Based Writing Test (developed by the program's Director and the English instructor), the Competencies Based Math Test (developed by the program's math instructor), the Competencies Based Science Test (developed by the science instructor), and the ACT Career Assessment and Planning test. Each is administered as a pre-assessment test, to determine specific areas of academic need, and as a post assessment test, to measure specific areas of skills improvement and the academic readiness of each student for further college work.

1986-87 Participants' Profile:

- 218 students were served at Monterey Peninsula College.
- 85 percent of these students qualified as low-income, first-generation college students (neither parent had completed a BA/BS degree program).
- 60 percent of the students were Black, 19 percent Asian, 6 percent Hispanic.

1986-87 Academic Success Profile:

- 80 percent of the students served completed their semester studies; 91 percent of these students earned a GPA of 2.0 or better.
- 71 percent of the students completing transfer-level English courses earned a grade of 2.0 or better.

- 70 percent of the students completing transfer-level science courses earned a grade of 2.0 or better.
- 65 percent of the students completing transfer-level mathematics courses earned a grade of 2.0 or better.

Three percent of the program's participants were honored with academic scholarships; 37 percent earned places on the college's honor roll. The graduating rate of the participants equals that of the general student body. Fifty percent of the participants who graduated from the program are transferring to four-year schools to complete BA/BS programs.

Contact: Mary Ann Hamann, Director, College Readiness, (408) 646-4246.

Metas Program
Contra Costa College, San Pablo, California

Summary: Metas Program was developed during the spring of 1986 as a collaborative effort between Contra Costa College and the Richmond Unified School District. *Metas* means "goals" in Spanish. The aim of Metas is to create a process for Hispanic students to identify personal, academic, and professional goals. Metas staff and volunteers become enablers for Hispanic students to organize strategies to achieve identified goals. Metas is designed to increase Hispanic student participation at the college from the following groups: "at risk" junior high and high school Hispanic students, drop-outs, recent high school graduates, and returning college Hispanic students. The Metas program components are: Hispanic adult/youth mentors, instructional support program, participation in an interdistrict, concurrent enrollment program with Richmond Unified School District, counseling, and referral to other campus support services.

The Metas writing courses utilize the psycho-linguistic approach to writing and critical thinking. The Metas instructional staff is trained by staff of the Bay Area Writing Project (BAWP), under the supervision of the University of California, Berkeley. In addition, Metas utilizes a curriculum guide from the UC Irvine Writing Project, which develops critical thinking skills applied to composition.

Contact: Louis Murillo, Dean of Business, Arts and Sciences (415) 235-7800.

Math Transition Program
East Los Angeles College, Monterey Park, California

Summary: The Math Transition Program is a partnership between Garfield High School and East Los Angeles College (ELAC). The primary goal of the program is to prepare Chicano students to prepare successfully for college majors that require a strong math background. An integral activity of the program is the preparation of

students to complete the Advanced Placement (AP) Calculus tests given by the Educational Testing Service (ETS). A score of 3 or better (out of a possible 5) qualifies high school students for one year of college credit in calculus. As of the Fall 1987 semester, 313 Garfield students were taking either algebra, trigonometry, geometry, analytic geometry, or calculus courses taught by Jaime Escalante, Ben Jimenez, and Angel Villavicencio. This trio of math teachers, joined by Ruby Millard, an English teacher, compose the professional instructional staff of the program. They are assisted by student tutors, who are qualified high school juniors and seniors. The program is coordinated by George Madrid, Director of Transition Programs, at ELAC.

Instruction consists of four components: (1) daily classroom instruction, (2) after-school voluntary study at Garfield, (3) Saturday classes, and (4) a summer program at ELAC. The total program receives funds from various sources: East Los Angeles College, the ARCO Foundation, the Community Service Organization (CSO), and the Ford Foundation. Generally, the program has had such great success that many have thought it unbelievable. In 1982, the Educational Testing Service (ETS) accused 14 of the 18 Garfield High School students who took the AP Calculus test of cheating. Twelve of them repeated the test and all of them passed. Now the Garfield High School students go into the testing room chanting, "Beat ETS! Beat ETS!"

The program seeks to stimulate minority high school students who have expressed an interest in mathematics, science, and engineering to pursue professional careers. This is accomplished by improving the quality of their pre-college readiness for academic work in mathematics, and by giving the students college-level advanced placement examinations while they are still in high school. Students are also encouraged to take science courses, and increasing numbers are taking the AP tests in biology, chemistry, physics, and computer science. This year, an English teacher is working with the mathematics instructors to help students improve their writing skills. This will provide greater academic balance.

The focal point of the program is Jaime Escalante, a Bolivian immigrant, who was a celebrated teacher in his native country. There is no magic in Escalante's methods. He strongly believes that Chicano/Latino students can learn if the classroom is fun and if the teachers really care. Escalante is truly a master teacher, he is organized, creative, and works many long hours. Self-discipline is emphasized as well as concern for the individual. The after-school study component offers one-on-one assistance from the teachers, and Escalante makes certain that milk and a snack are always available for the students. Often, teachers and students are on campus until six in the evening. Escalante has a sense of humor, which is emphasized when he uses cartoons or his "toys" to demonstrate a mathematical concept or process. He plays classical music during examinations in his classroom. The students are rewarded with athletic "letter" jackets that have the school emblem and "AP Calculus" emblazoned on the back. Escalante also arranges for monthly guest lecturers from businesses, universities, and public agencies. He maintains close communication with the high school counselor, who serves as the college advisor for

all Garfield students, in order to monitor the students' progress regarding college admissions procedures.

The students are "ordinary, average" teenagers from the junior high schools which feed into Garfield. The Transition Program Director and the math teachers visit the junior high schools, confer with teachers and counselors, and make homeroom presentations regarding the program. Interested students complete an application, and program staff visit their homes to discuss the program with parents. All students who complete an application are accepted into the program, which they enter through the Summer Mathematics Enrichment Program, preceding their first year at Garfield. Garfield is a three-year high school.

The summer component is conducted at East Los Angeles College for seven weeks, four hours a day, Monday through Friday. Classes are offered in trigonometry, mathematical analysis, algebra, and pre-calculus. The courses are offered on a noncredit basis through the college. In addition, the program provides career and academic counseling, guest lectures, and field trips. Participants who qualify through low-family income are provided 25 hours of work per week as paid tutors, working on the ELAC campus or in the community through the Summer Youth Employment Program (SYEP). SYEP is a federal program administered through the U.S. Department of Labor. Breakfast and lunch are provided through ARCO and the U.S. Department of Agriculture. Classes begin at 7:30 in the morning and the students report to their jobs in the afternoon. Last summer 450 students participated in this component of the program.

The Saturday component is conducted during the academic year. The English class is offered on Saturdays, as are the math-enrichment classes that support the daily curriculum. The math classes are preceded by breakfast and run for three-and-a-half hours. The English class is offered in the afternoon. Currently, 372 Garfield students are attending the Saturday component.

The traditional mathematics curricula has not been significantly changed, although one teacher stated that it was possible to take the essential elements of geometry and teach them during the seven-week summer program component. The instructors also advocate taking Algebra I and II before taking Geometry. The pivotal teaching strategy of the program is to begin each class with a short quiz, to conduct regular examinations, and to prepare for the AP test by using previous AP tests. All of these familiarize the students with test taking and help reduce anxiety. Secondly, the teachers inculcate a team spirit among the students. Taking the AP test appears to be analogous to playing a rival in football. And more importantly, the students know that the teachers believe in their intellectual ability and are concerned about them as individuals.

The results speak for themselves. Garfield High School ranks fifth in the nation in the proportion of students (73%) who pass the Advanced Placement Calculus tests for college credit. Only about 1 percent of high school students nationwide take the

three-hour tests. In 1987, Garfield accounted for more than 17 percent of all Latino students in the country who took the AP calculus tests (Los Angeles Times, December 1987). In 1982, eighteen Garfield students took the AP test. This year (1988) the goal is 150 students.

Funding for the total program is pieced together like a collage. Although several sources provide funds, the allocations are relatively small and per-capita costs always seem to increase from one year to another. Students in the AP calculus course use three books costing $150 per set. It seems as if the Director of Transition Programs is always trying to scrape together funds from one source or another.

Future plans for the program include expansion to a second high school, and increased programs at ELAC to assist the Math Transition graduates to further develop their skills in English, science, and personal self-esteem. About 45 percent of the Garfield students attend ELAC after high school graduation.

Contact: George Madrid, Director, Transition Programs, (213) 265-8711.

Puente Project
California Community Colleges and the University of California
University of California, Berkeley, California

Summary: *Puente* means "bridge" in Spanish, and the Puente Project has demonstrated for five years that when bridges are built between community colleges and the Mexican American community, Mexican American students achieve academic and career success. Puente is a one-year writing/counseling/mentoring program for Mexican American students. The program is operating in fifteen California community colleges. Student participants are completing their community college programs and are transferring to universities.

Puente relies on the direct support and involvement of the Mexican American community. Over 400 mentors from the Mexican American professional community have donated 11,000 hours to Puente students. Judges, lawyers, psychologists, accountants, reporters, university administrators, council and school board members, doctors, scientists, and business people provide a model of commitment to the community, showing students that success is possible without having to abandon cultural identity.

Puente's goals are to reduce the number of Mexican American students who drop out of community colleges and to increase the number who transfer to four-year colleges and universities. Puente meets its goals by selecting teams made up of one English teacher and one Mexican American counselor per program, and training them in writing methods based on the cultural values and strengths of Mexican American students. The teams then begin Puente Projects on their campuses. They select

students and mentors, and pair students with mentors, according to the students' personal and career interests.

Over 90 percent of the Puente students are Mexican Americans who were born in the United States and attended California public schools. Before Puente, few had planned to transfer to four-year colleges and universities. Although they were enrolled in community colleges, their writing scores before Puente did not allow them to enroll in a transfer-level English class in college.

Puente students take two English courses--the first an entry-level writing class, and the second, English IA, the transfer composition class. A crucial component of the program is that the same students remain with the same Puente teacher for the entire two-semester sequence. The Puente Project utilizes a process-centered approach in teaching composition. This approach includes group work with the objectives of developing fluency, alleviating writing anxiety, and initially emphasizing content rather than grammatical correctness. Culturally relevant topics and discussions with mentors provide experiential material for writing assignments.

The Puente counselor meets with the students on a regular basis, both in and outside of the English class, monitoring their academic progress and their work with mentors. In addition, the Puente counselor helps the students set career goals, choose appropriate courses, and prepare to transfer to a four-year college or university. The mentoring component requires students to spend a minimum of eight hours each semester interviewing their mentors. Mentors share personal, academic, and career advice; they introduce students to their colleagues; they invite students to professional conferences and work-related activities. The key to Puente's instruction is the formation and training of instructor/counselor teams.

Since its inception in 1982 as a pilot project at Chabot College, Puente has enrolled over 1,400 students. Five hundred students are currently enrolled in Puente Projects in fifteen community colleges. Seventy percent of the Puente students who completed the 1983-84 program are still enrolled in either community colleges or four-year institutions. Fifteen percent of the Puente students from the 1983-84 programs already have transferred to four-year colleges and universities. The transfer rate for all community college students is only 3.2 percent. An evaluation by the University of California, Berkeley, funded by the BankAmerica Foundation and conducted in 1984, shows that Puente students' writing skills, course completion rates, and grade point averages improved at a statistically significant rate. A 1987 writing assessment showed that Puente continues to be successfully replicated at new college sites.

Puente programs are located in the following colleges: Chabot, Cerritos, East Los Angeles, El Camino, Evergreen Valley, Fresno City, Gavilan, Laney, Ohlone, Rancho Santiago, Rio Hondo, Sacramento City, San Bernardino Valley, San Joaquin Delta, and Santa Rosa.

The Puente Project is sponsored jointly by the University of California and the California Community Colleges, and co-directed by Felix Galaviz and Patricia McGrath. Administratively, Puente is housed within the University of California at Berkeley. Puente has an Advisory Board representing the Mexican-American community, educational institutions, and the business community. All training prior to the establishment of a Puente Project on a community college campus is conducted through the central office in Berkeley.

Contact: Felix Galaviz or Patricia McGrath, Co-Directors, (415) 643-6648.

5 *Summary of Findings*

Thrust of Programs in Other States

The nineteen programs that were identified as a result of the national computer search were primarily oriented in purpose and function to noninstructional support services aimed at access. With the exception of the Transfer Opportunity Programs, most of the programs identified were begun in the 1970s and terminated within a few years. Often this was due to termination of grant funds, and it is assumed, lack of institutional support. Support service programs often develop curriculum with a focus on self-esteem, guidance, and basic skills courses. However, it was evident that learning/teaching strategies as related to Blacks and Hispanics were not central to the process of curriculum development for these programs. On the other hand, the instructional programs that were self-reported in the California community college survey utilized several different support services. Ordinarily, instruction and support services are integrated into any program for nontraditional students. The results of this study demonstrate that both instruction and support services are always present in successful programs. It is the emphasis given to one or the other that determines a program's essential nature.

Of all the programs identified through the computer search, the Durham College Mastery Learning Program was the most appropriate in relation to instructional strategies, as Durham had a predominately Black student body. Unfortunately, the program was terminated; "because of the loss of accreditation and the subsequent loss of crucial funding, Durham College was compelled to cease instruction as of December 31, 1979" (see Abstract). However, it is noted that mastery learning techniques have been successfully employed in other community colleges where there are significant numbers of Blacks and Hispanics. These techniques usually have been utilized in a homogeneous manner with all students who require basic skills instruction. Culturally based, cognitive learning/ teaching styles have not been central to the mastery-learning process.

In those cases where institutional self-studies were conducted, the specific needs of minority groups are addressed only briefly. Unfortunately, the two examples identified through the computer search typify many institutional self-studies, which investigate a myriad of variables related to the total college curricula, but devote only one paragraph to the particular learning strategies related to ethnic, minority groups. On the other hand, the two self-studies identified in the California community college survey focus specifically on ethnic minorities. This new focus is one of the more positive changes that occurred between the 1970s and 1980s.

Ethnic Studies Programs

During the 1970s, ethnic studies programs were established to provide a foundation for academic research and teaching specifically directed at ethnic minorities in the United States. A secondary function of ethnic studies was to bolster the self-esteem of ethnic minority students by providing interpretations about their ethnic heritage and current lifestyles. The tertiary purpose was to educate Caucasians regarding ethnic minorities. Even though some ethnic studies programs sponsored the development of curriculum materials that could be used in community colleges or in elementary and secondary schools, ethnic studies departments did not necessarily direct resources to investigate teaching learning strategies for minority students. This research function was seen to be more appropriate to schools of education at the university level. Currently, some ethnic studies departments have begun to use developmental, instructional strategies in an effort to strengthen the basic skills of the students enrolled in their courses. However, it is not necessarily the case that only Black and Hispanic students enroll in ethnic studies courses or that the instructional techniques utilized are chosen primarily for their effectiveness in teaching Blacks or Hispanics.

Support Services Programs

Three types of programs were included in this study that are not fully pertinent to its purpose. However, they are representative programs from the 1970s and 1980s whose purpose was to provide a successful college experience for Blacks and Hispanics. These programs are transfer, career education, and English as a Second Language (ESL). In the current study of California community colleges, career education and transfer programs were not reported. These are clearly understood to be support service programs, even though they may include some type of instruction. The ESL programs serve a clientele, many of whom are Hispanic, which is usually an immigrant population. This study is focused on the native born Hispanic population, which historically has been underrepresented in postsecondary education. Curiously, second language acquisition programs generally do not use culturally related learning strategies. Both of the papers identified in the computer search present various theoretical phases of the evolution of language acquisition from bilingual/bicultural programs to transitional ESL programs. Current programs such as ESPIGA follow similar language acquisition methods, but with ESPIGA the key difference is that Oxnard College has numerous bilingual faculty who assist students in a wide variety of transitional and mainstream courses.

Following a different direction, career education and transfer programs developed various types of curricula as an adjunct to support service programs. For example, many of these programs describe their curricula as "decision-making" or "to provide an honors program in the liberal arts and sciences for above average students" or "to design a two-year, integrated, interdisciplinary curriculum centered on language

use" (see Abstracts). The Bridge Project at Baltimore Community College linked secondary schools, community colleges, and four-year universities for transfer purposes. Instruction was only a small part of the whole project. Most of the effort and time was spent on coordinating the ten participating institutions in order to establish transfer systems. Current transfer programs appear to follow the Bridge Project model, which does not include instruction, but rather focuses on systems and networks. Career education and transfer programs were not included in the Fall 1987 survey.

Current Community College Programs

As a result of the Fall 1987 survey of California community colleges, nineteen programs were self-identified as one that address the learning needs of Black and Hispanic students. However, what was reported in most cases, were programs designed for any student with academic deficiencies, and due to geographic location, served Black or Hispanic students. For the most part, the community college programs identified in the survey were not constructed or implemented specifically for Blacks or Hispanics. The current program models parallel the programs of the 1970s in that they include basic skills development, language acquisition, readiness, early outreach, ethnic studies, bilingual/bicultural methodologies, vocational education, and English and math proficiency. Some of the differences between the programs identified in the computer search and those of the California community colleges are that the latter include a more specific focus on Blacks and Hispanics; a greater emphasis on instruction rather than on support services, a more central use of technology; an increased utilization of structured teaching/ learning techniques, including packaged courseware; the application of programs to specific vocational instruction; and the beginning of early readiness through partnership programs with junior and senior high schools . Generally, basic skills and language acquisition models are the most common types of programs currently functioning.

Even though it is clear that several programs have been successful in teaching underprepared Blacks and Hispanics, there were no programs exclusively created and directed to the instruction of Blacks, although the New Scholars' Program at Monterey Peninsula College might be considered to fall into this category. There were only two such programs targeted for Hispanics, the Puente Project and the Math Transition Program at East Los Angeles College (ELAC). Several of the prominent characteristics of these two programs are similar:

- Instructors in these programs are "hand picked" for their classroom success with students;
- Instructors believe in the ability of Hispanic students to learn;
- Instructors possess the ability to motivate students;

- Instructors demonstrated concern for the individual student; and
- Instructors are willing to work extra hours.

In addition, it is desirable that the staff of these programs be Hispanic. The Puente Project model requires that the counselor be Mexican American. This provides ethnic identification between the counselor and student, presents a successful academic role model from the student's ethnic group, and in those cases where the English instructor is Caucasian, it provides students with a daily example of positive cooperation and collegiality between two professionals from different ethnic backgrounds. A high level of organization and structured teaching techniques were found in both programs. The use of culturally oriented teaching strategies are evident in the Puente Project's emphasis on small groups, and through the one to-one sessions with the mentor, the counselor, and the instructor. The small work groups also reflect the Mexican cultural concept of cooperation rather than competition. In addition, basing the topic content for assignments on the students' experiences allows them to first verbalize their ideas and then translate them into writing. When all of the teaching/learning strategies employed by the Puente model are united with the various support services provided by the Puente program, they create a very effective instructional vehicle.

The ELAC Math Transition Program is focused primarily on the relationship between the teacher and the student, and the student's desire to participate in the program. The program does employ ethnically related teaching strategies such as small groups and cooperative learning processes. However, the emphasis is clearly on the dynamic of student motivation. The three teachers all have a personal knowledge of the students' home situation. They visit the students' homes in order to work together with the parents to encourage and support their children's efforts. The students sign a contract before they begin the Advanced Placement Calculus classes that states: "Every student will bring GANAS to the class which is essential if he or she is to be successful in this class." According to Jaime Escalante, "ganas means to decide to learn" (L.A. Times, December 1988). Teachers and students understand that there is no magic solution to teaching/learning mathematics. They appreciate that it takes desire, discipline, determination, and hard work; and that by working together, they can make the process enjoyable and productive.

6 *Conclusions From the Study*

Limitations of Basic Skills Programs

Considering the results of the Fall 1987 survey and the continuing withdrawal rate of Blacks and Hispanics from California community colleges, it is concluded that the instruction currently offered in the community colleges does not directly address the problem of underprepared Blacks and Hispanics in postsecondary education. The low completion rate for AA/AS degrees and the low number of students who transfer to four-year institutions testify to a continuing problem within the community college sector. In actuality, the problem is becoming more severe due to the increased high school dropout rate. Certainly, instruction is not the only component of the community colleges that must address this issue; however, instruction is the component that has rarely addressed the issue in a direct manner. Most colleges have dealt with Black and Hispanic underpreparation indirectly through the development of basic skills instruction. Nearly every community college now offers some basic skills courses, and several campuses have elaborate basic skills programs. Curriculum development for basic skills instruction began in the late 1960s and continues today. However, as evidenced in the survey conducted for this study, basic skills curriculum developers have not considered the cognitive learning styles of Blacks and Hispanics. In addition, during the last twenty years, the enrollment and completion rates of Blacks and Hispanics have increased and decreased without any apparent relationship to instructional programs. These fluctuations in enrollment and completion rates are usually attributed to socio-economic and/or recruitment factors. Therefore, it appears that the typical institutional approach to resolving Black and Hispanic underpreparation--*i.e.*, through basic skills instruction--has had no measurable impact on Black and Hispanic students.

The Need for Instructional Alternatives

Since basic skills instruction has not been as effective as anticipated, alternatives must be considered. The survey conducted for this study clearly demonstrates that only a few instructional alternatives are available to today's Black and Hispanic students. What impact will these innovative programs have on the individual student and on the community college system? One of the program outcomes for the Puente Project is that "fifteen percent of the Puente students who completed the 1983-84 program transferred to four-year colleges and universities. The transfer rate for all community college students is only 3.2 percent" (Puente Information Summary, September 1987). Puente directly addresses the problem of Hispanic

underpreparation in English composition skills through the use of several culturally related teaching strategies developed from a knowledge of the cognitive learning styles of the Mexican-American student. Puente students are selected on the basis that their writing scores before Puente are below the required level which would allow them to enroll in a college, transfer-level English class. Teachers and counselors are then matched with students so that teaching/learning styles are synchronized. The main result is that Hispanic students learn to write at an acceptable college level. This may lead to many other academic successes, such as transfer to a four-year college or university.

A similar situation exists in the ELAC Math Transition Program. The success rate of this program is legend. College Board figures for 1986 show that, nationally, Garfield High School accounted for more than 17 percent of all Mexican American students who took either the AB or BC form of the test in calculus. Garfield students comprised 24 percent of all those Mexican Americans who passed the AB test and 32 percent of those who passed the BC test. This program is based not only on the determination, motivation, and hard work of the Hispanic students and faculty, but also on the firm belief that Hispanic students are intellectually capable of a high degree of abstract, logical analysis.

Both of these programs are in the process of being replicated. Puente, initially begun at Chabot College, is now functioning on fifteen campuses. Initial training for Puente is conducted through the project offices in Berkeley during a two-week summer residential program for teams of counselors and English instructors. During the academic year, training is continued through various regional meetings. The ELAC Math Transition Program is being expanded at Garfield High School, and the ELAC Director anticipates that a second high school will be included in the near future, if funds can be obtained. Many might hesitate to develop a similar mathematics program because they assume that the program is dependent on the excellent and dynamic teaching of Jaime Escalante. Although Escalante is a rare individual, there are two other excellent teachers working with him who also contribute to the success of the program. The three work as a team in their approach to instruction. Both Puente and the ELAC Math Transition Program are successful in their outcomes, and they can be replicated.

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